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BRADFORD GIRLS' GRAMMAR SCHOOL

Co-educational up to 11, Girls only 11-16

BEHAVIOUR POLICY

Approved by: Governors

Date: February 2024

Last reviewed on: February 2024

Next review due by: February 2025

Policy statement

Bradford Girls' Grammar School and Lady Royd Primary School are committed to providing an exceptional education, rich in learning opportunities in a supportive and nurturing environment. Through a rich and inspirational curriculum, pupils will develop a love of learning and critical knowledge, skills and confidence to understand the world and embrace its opportunities. A love of learning and focus on literacy will unlock their potential; a breadth of experiences will broaden horizons; and an emphasis on moral values will foster their ambition to be active citizens in a diverse and inclusive society. With strong academic qualifications and a sound understanding of the world, pupils will aspire and succeed to be future leaders.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

Our school values apply to all members of the BGGGS community:

- **Accountability** Take responsibility for your own actions, behaviour and learning, belongings and surroundings and support others in doing the same.
- **Self-confidence** Celebrate your individuality and demonstrate the self-confidence in your own ability to make the right choices.
- **Perseverance** Apply yourself to every aspect of school life with positivity and Determination to do your very best.
- **Integrity** Always be truthful and act with kindness, honesty and integrity.
- **Respect** Treat people with the same level of respect, courtesy and fairness you expect from others.
- **Empathy** Understand and share another person's experiences and emotions.

Purpose and Aim of the policy

All adults working at Bradford Girls' Grammar school and Lady Royd Primary School make a positive contribution towards the development of pupils whose families have chosen for them to be educated here.

The main aims of this policy are to:

- Provide practical guidance, processes and procedures to support students and staff in recognising, and positively reinforcing, behavioural norms
- Contribute to the creation of a culture of exceptionally good behaviour for learning in our school, in the community, and for life.
- Ensure all pupils are treated fairly, are shown respect and promote respect through strong positive relationships.
- Help pupils develop self-esteem and self-discipline in order that they can take control over their behaviour and take accountability for their actions.
- Provide a framework to challenge pupils if they make poor choices and support them to demonstrate the self-confidence and integrity to make the right decisions for good learning.

- Support the building of our school community as a place which values kindness, perseverance, respect, and empathy for others.
- Promote effective communication and cohesion through improved relationships, ensuring that excellent behaviour is a minimum expectation for all.

Key Responsibilities

The Governing Body must:

- Ratify the Behaviour policy
- Monitor the impact of the Behaviour policy across the school
- Monitor the use of outcomes and sanctions
- Monitor the incidence of racial and homophobic bullying or that which involves other protected characteristics
- Ensure that there is no differential application of the policy and procedures on any grounds
- Ensure that the voice of students and parents are listened to

The Headteacher is responsible for:

- Nominating a Deputy Headteacher to be responsible for developing and implementing the behaviour strategy
- Monitoring the work of the behaviour lead professional
- Ensuring that the behaviour strategy meets the statutory requirements
- Ensuring that the behaviour strategy supports school improvement
- Ensuring that the school works effectively with the BACs partners

The Senior Leader responsible for Behaviour must:

- Ensure that the behaviour strategy meets all the statutory requirements
- Provide a behaviour strategy which supports and reflects the values and ethos of the school
- Ensure that the behaviour strategy strikes the correct balance between rewards and sanctions
- Ensure that the strategy strikes a balance between rewarding consistently good behaviour and rewarding improving behaviour
- Monitor, and report to Governors, the impact of the Behaviour strategy
- Report to the Governing body on the incidents of harmful sexual behaviour as well as homophobic and racist bullying or that which involves other protected characteristics
- Work with the BACs partnership
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The Curriculum Leads must:

- Ensure that the behaviour policy is implemented consistently and fairly in the classroom
- Monitor the use of sanctions and rewards in the faculty; in particular, identify any member of the faculty who is implementing sanctions frequently, which may indicate a need for support
- Provide a suitable range of rewards within the curriculum area
- Ensure that all statutory requirements are met within the curriculum area
- Provide Schemes of Work which allow colleagues to develop learning experiences which begin to unlock the talent of our young people and equip them with motivation, aspiration and abilities for future work and life

- Monitor and ensure that colleagues are working to the agreed Scheme of Work and providing appropriate lesson plans to engage students and secure participation in lessons
- Ensure that the Scheme of Work supports students in gaining the highest level of progress and attainment

Subject Teachers must:

- Apply consistently, fairly and calmly the school rules and behaviour management procedures
- Treat students and each other with respect.
- Ensure that reconciliation takes place following any sanctions and prior to the next lesson
- Model the behaviours they wish to see in students
- Use verbal praise and encouragement
- Provide a personalised approach to the specific behavioural needs of individual pupils.
- Create and sustain a positive, supportive and secure environment.
- Ensure lessons are engaging to minimise poor behaviour and disengagement
- Use their own classroom management strategies to encourage appropriate behaviour for learning
- Challenge any inappropriate behaviour within the school, regardless of the location or time of day

The Pastoral team must:

- Communicate the highest expectations of behaviour and consistently and effectively implement the school's behaviour management policy and procedures
- Establish, support and communicate the highest expectations of attendance and punctuality for all students and families.
- Monitor the pastoral care of one or more year groups and respond promptly to any issues to ensure all pupils can make progress in a safe and secure environment.
- Monitor behaviour in a systematic manner and on a regular basis, identifying and addressing patterns of negative behaviour and identifying pupils or cohorts for praise and recognition.
- Provide a personalised approach to the specific behavioural and wellbeing needs of individual pupils
- Work closely with senior pastoral leaders to support behaviour, attendance and pastoral care of pupils
- Develop effective relationships with the parents/carers of the students in a year group, and across the wider school, through effective communication.
- To attend meetings, including reintegration meetings, with staff, parents/carers and other agencies as required

Form Tutors must:

- Develop an effective and purposeful learning environment
- Use form periods to establish routines which ensure pupils are prepared for learning
- Monitor the behaviour of students in their forms
- Develop and implement/facilitate, with the Year Managers and Key Stage Leads, support systems for students
- Implement reward systems
- Liaise with the Year Managers and Key Stage Leads when there are concerns about a student

All staff in the school should:

- Implement the behaviour policy consistently and fairly at all times
- Build excellent working relationships with pupils, parents and other stakeholders
- Be an excellent role model for pupils and actively model good behaviour and demonstrate school values.
- Have responsibility for monitoring behaviour in school and challenging unacceptable behaviour and recording this appropriately

Parental Involvement:

We recognize the strength of students, parents/carers and staff working together. In order to foster a productive partnership, parents/carers will be:

- expected to treat the school and its staff with respect at all times whether communicating in person, by phone/email or using other methods of communication
- requested to sign a home school agreement and to support the school behaviour policy and its implementation
- required to accept that the behaviour of the student is their responsibility
- required to accept that decisions made regarding breaches of the behaviour policy are at the discretion of the school
- required to support the school where breaches occur, including in the case of incidents involving mobile phones and devices (see online safety policy)
- expected to send students to school each day, on time, fully equipped according to the requirements outlined in the student planner and ready to learn
- involved in meetings, and other communications, to plan strategies to support the school and to assist the young person in improving their behaviour
- required to keep the school informed of anything which may affect the pupil's behaviour
- Required to monitor the conduct of their child within the local community so as to ensure that the positive standing of the school is not negatively affected

Students

All pupils have a responsibility for their own learning. Pupils are therefore required to:

- Treat all members of the school community, including visitors, with respect at all times
- Follow the behaviour strategy
- Behave in an acceptable way which allows learning to take place
- Engage appropriately in reconciliatory conversations with teachers and other staff, displaying a polite and respectful attitude at all times
- Be responsible for creating a safe and enjoyable learning environment, including by observing the school rules relating to mobile phones and devices at all times
- Report unacceptable behaviour to a member of staff
- Arrive at school ready to learn; on time, fully equipped and wearing correct uniform as defined in the student planner
- Act as good role models for younger students
- Respect the school environment
- Be responsible for their own behaviour within the local community in a way that ensures the positive standing of the school with local residents

Expectations for all pupils

At Bradford Girls Grammar School we expect pupils to follow 3 behaviour targets:

- **Be ready**
- **Be respectful**
- **Be safe**

We work with pupils to ensure they understand why it is important to be the best versions of themselves. We teach pupils how to be ready, be respectful and be safe at all times so that they can make a positive contribution to the school, their local community and to wider society.

We will make appropriate reasonable adjustments to support pupils who find it difficult to meet our expectations, however, if a pupil chooses not to follow our expectations, even where reasonable adjustments are in place, this will be addressed through the behaviour policy.

Where patterns of misbehaviour are identified, the school will endeavour to determine if there are any factors affecting the decision making and actions of a student before a judgement and suitable consequence or measure of support is put in place.

Student Planners:

Pupils are given planners that include key information for pupils and families. Planners are an important link between school and home and provide a range of key information and the ability to communicate effectively.

- Pupils need to bring their planners every day and ensure that they always keep them in pristine condition
- Planners, along with equipment, must be placed on the desk at the start of each lesson or form time
- Staff will use planners to communicate information with parents/carers. Parents/carers may also communicate through the planner in an appropriate way
- Planners provide clear explanation and information regarding expectations and consequences

Rewards:

Rewards are an integral part of supporting and encouraging all pupils at Bradford Girls Grammar School. A range of rewards are available to students who consistently display a positive attitude and meet our expectations.

Pupils are rewarded for following the school expectations and values through:

- Achievement points for positive behaviour
- Achievement points for positively engaging in the wider school community
- Achievement points for meeting expectations regarding attendance

- Rewards weeks at the end of each term (an opportunity to spend their Achievement points)
- Postcards home from individual subject areas for effort and achievement
- Special recognition awards from their Year team
- Regular communication home from form tutors and class teachers

Sanctions

All students are supported to meet high expectations of behaviour and attitudes. Where students choose not to meet these expectations, a range of sanctions and other appropriate actions may be put in place. Each incident will be considered on an individual basis and a range of information and factors considered.

Sanctions and actions, which are at the discretion of the school, may include but are not limited to:

- Permanent exclusion
- Fixed term suspension
- Off-site direction to another school or provider (previously Managed Move)
- Behaviour placement (removal) to another school
- Internal removal from lessons
- Detention served after school (After school reflect)
- Detention served during the school day (Pastoral detention)
- Loss, or supervision, of social times
- Loss of privileges
- Student meeting with Pastoral or Senior staff
- Parental meeting with Pastoral or Senior staff
- Behaviour contract
- Behaviour report
- Tutor group, band or set changes
- Restorative justice actions
- Referral to internal support as appropriate
- Referral to external agencies i.e. Youth In Mind/Early Help
- Time out with Key Stage Leader or SLT (primary phase only)
- Extended time out with Primary SLT or Headteacher (primary phase only)

All behaviours, both positive and negative, are recorded and communicated to parents/carers via Class Charts.

Behaviour in the classroom

Within the classroom negative behaviour is addressed through the stages below though individual incidents may fall outside this general guidance.

<u>Stage of Behaviour</u>	<u>Lady Royd language and possible range of sanctions</u>	<u>Senior school language and possible range of sanctions</u>
1	Reminder	Verbal warning - REMIND
2	Warning Class teacher discussion	Written warning - REVIEW Teacher issues a BW mark in planner and 1 negative behaviour point
3	Caution Moved in classroom Loss of break	Consequence – RESET 20-minute lunchtime detention and 2 negative behaviour points
4	Time out Removed to another classroom Loss of break and/or lunchtime	Re-Room – REMOVE Pupil to work in another classroom and given a 30-minute after school REFLECT session. A phone call will usually be made by the teacher and the pupil will receive 5 negative points.
5	Isolation Time out with Key Stage Leader or Primary SLT	Failed Re-Room Pupil is removed from the classroom re-room and sent to the On Call room until the end of the next social time. If a pupil refuses or fails the re-room, the pupil will be sent to Reset.
6	Extended time out With Primary SLT or Head Fixed term suspension Permanent exclusion	Reset room – REPAIR Pupil fails to follow instructions in Reset room (Isolation), reaching up to 4 warnings. As a result of failing in Reset the pupil will be suspended.

Behaviour outside the classroom

The behaviour and conduct of pupils outside the classroom is equally important as during lessons. Pupils are expected to conduct themselves appropriately, maintaining high standards of behaviour and showing respect to each other, staff and visitors at all times.

Incidents outside the classroom will be addressed individually, with sanctions issued as appropriate. The type of incidents which may fall into this category are listed below (list not exhaustive):

- Truancy or lesson avoidance – students are required to be in lessons on time. If a student is out of their lesson without a valid reason they will be taken to the On-Call room until the end of the next social time. Further sanctions may follow.

- Defiance/arguing with staff – students are required to follow all reasonable instructions given by staff. Any student being defiant, or arguing, with a member of staff will be taken to the On-Call room until the end of the next social time. Further sanctions may follow.
- Verbal abuse to staff
- Unsafe/dangerous behaviour
- Physical assault/fight
- Use of discriminatory/derogatory language (towards other students or staff)
- Vandalism/destruction of property

Prohibited items

A small number of items are prohibited within the school grounds/building.

When found these items will be confiscated and parents/carers may be required to collect them. In other cases, the items will be disposed of by the school. Where appropriate the police will be informed, and suspension or permanent exclusion may be used.

Such items include:

- Drugs
- Cigarettes and/or tobacco
- Vape pens/e-cigarettes and liquid
- Weapons, including replica or 'look-a-like' weapons
- Any item, other than those listed in the equipment list (within the student planner), which may potentially cause harm to others
- Fizzy and/or energy drinks
- Sweets or chewing gum
- Mobile phones, earpods/earphones, smart watches/devices or other similar items (*see Appendix A*)

Use of detention: What the law allows

Detention, either during or after the normal school day, is one of a range of strategies used to address poor behaviour. As stated in "Behaviour and Discipline in Schools: Advice for headteachers and school staff" (February 2024), *"a detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break."*

"Behaviour and Discipline in Schools: Advice for headteachers and school staff (February 2024)" states that:

- Teachers have authority to issue detention to pupils, including same-day detentions
- When poor behaviour is identified, sanctions can include detention, including during lunch-time, after school and at weekends.
- The times outside normal school hours when detention can be given include:
 - Any school day where the pupil does not have permission to be absent.
 - Weekends – except the weekend preceding or following the half term break; and

- Non-teaching days – usually referred to as ‘training days’, INSET days or non-contact days.
- Parental consent is not required for detentions.

Use of reasonable force & power to search

As stated in “Behaviour and Discipline in Schools: Advice for headteachers and school staff” (February 2024), the term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

“All members of school staff have a legal power to use reasonable force when it is necessary to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.”

“Use of Reasonable Force in Schools (July 2013)” states that schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight; and
- Restrain a student at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- Knives and weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that it is reasonably suspected has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Where necessary, a search may be employed where a student is suspected to have brought a ‘prohibited item’ onto the school grounds (*see prohibited items on p.9*)

Removal from lessons

“Behaviour and Discipline in Schools: Advice for headteachers and school staff” (February 2024) states that in the case of “serious disciplinary reasons”, a student may be required to spend a limited time out of the classroom. In this case, the use of removal “should continue to allow for continuation of the pupil’s education in a supervised setting”.

“Removal should be used for the following reasons:

- a. *to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;*

- b. *to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and*
- c. *to allow the pupil to regain calm in a safe space”*

Role of support services

Appropriate support services will be called upon as and when there is a specific requirement.

Co-ordination of support services will be part of the role of the Senior Leader responsibility for Behaviour and Inclusion.

Policy reference

The Behaviour Policy is part of a suite of policies which should be considered together, including:

- Suspension and Exclusion Policy
- Anti-bullying Policy
- SEND Policy
- Parent and Visitors Behaviour Policy
- Child Protection Policy
- BDAT Online Safety Policy
- BDAT Safeguarding and Child Protection Policy

Additionally, reference should be made to documents published by DfE including:

- Behaviour and discipline in schools: Advice for headteachers and school staff (February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)
- Use of reasonable force in schools (July 2013)

Appendix A: Mobile Phone Use

Mobile phones now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter, snapchat and WhatsApp.

These functions can pose a risk to the maintenance of good discipline, the focus on learning and, crucially, the effective safeguarding of students in schools. This includes the risk of sophisticated bullying via social media platforms. In some cases, mobile phone use within secondary school

environments has created serious child protection concerns. Bullying, intimidation and harassment are not new in society; however bullying using a mobile phone represents a significant challenge for schools to manage.

This policy has been developed in consideration of:

- DFE 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)
- Keeping Children Safe in Education 2023
- DFE guidance on Searching, Screening and Confiscation - Advice for Headteachers, School Staff and Governing Bodies (July 2022)

KS3 and KS4

Mobile phones and electronic devices are banned from use on the school site. Any that have been brought to school must be switched off and out of sight whenever students are on the school grounds throughout the school day, including throughout any after school activities including detention/reflect/reset. It is not acceptable for phones merely to be put on silent; they must be switched off. Phones must also not be visible at any point. **Any student who fails to turn their mobile phone off while on the school site will have their phone confiscated.**

Students should not need to use a mobile phone whilst on school premises. In exceptional circumstances if a student should need to make a phone call within the school grounds they can either:

- ask a member of staff if they can use the school phone network
- report to their year manager office and ask if they can switch their mobile phone on to make the call.

Compliance with the Policy

If we find out, or reasonably suspect, that a student has used their phone in school for any reason, they will be required to hand their phone over for confiscation. There are no exceptions to this policy.

The DFE issued 'searching, screening and confiscation' guidance in 2022. This advice underpins the and supports our behaviour policy. Page 10 of this behaviour policy outlines that there are times we will undertake a search for 'prohibited items' and page 9 states that a mobile phone/electronic device is considered a prohibited item. Paragraph 57, page 17 of the Searching, Screening and Confiscation guidance makes it clear that **staff can search and confiscate any prohibited item**. Page 20 of the Searching, Screening and Confiscation guidance makes it clear that, consistent with Section 91 of the Education and Inspections Act 2006, schools have the power to confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable to do so.

The fact that Bradford Girls Grammar School have identified a mobile phone\electronic device to be a prohibited item means that the confiscation is both reasonable and lawful. As such, a member of staff is protected from any liability for loss or, or damage to, any item they have confiscated as long as they have acted lawfully.

Sanctions and Procedures

'Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate' (extract from DfE 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day - February 2024).

- Any student in breach of this policy will have their device confiscated, placed in an envelope and securely locked away. This may happen at the time of the breach, or later as a result of an investigation into reported behaviour. If the mobile phone is not seen but it is evident that a student, however discretely, has used a mobile phone, or has not turned the phone off, we will confiscate the phone.
- Once a phone is confiscated, it will not be returned under any circumstances. If a child is reliant on their phone for communication with home, or for accessing their train ticket, or online learning, this will only serve to reinforce why they must ensure they are compliant with school expectations.
- **If a student acts in a way that results in their phone being confiscated, they will be able to collect it from main reception at the end of the school day on that day. For a further 5 days following the initial confiscation, the student will be required to hand their phone to main reception on arrival at school each day and collect it at the end of the school day.**
- If there are repeated issues of similar behaviours involving mobile phones (or similar devices), the Headteacher may impose either a fixed term or permanent ban on bringing a mobile phone into school.
- If a student refuses to comply with any staff request for confiscation, they will be removed from lessons and placed in Reset/Isolation for defiance. If they continue to refuse to hand over their phone for any reason, the circumstances will be reviewed, and the student may be removed from mainstream learning or suspended. Under these circumstances the student will also be banned from bringing their phone on to the school site. In the most serious cases, off-site direction may be considered.
- Any student banned from bringing a mobile phone on site will be subjected to occasional or regular searches in line with the Searching, Screening and Confiscation Guidance (2022). If a banned item is found, it will be confiscated and further sanctions/actions considered.
- Any student failing to comply with the search may receive a suspension for persistent violation of school rules. In the most serious cases, involvement of external agencies and/or off-site direction may be considered.

Smart Watches

It is expected that Smart Watches, watches with functionality beyond just 'telling the time', are kept on 'flight mode' in school. If a student is suspected of using a smart watch during a lesson, they will be asked to show that it is in flight mode. If it is not, the watch will be confiscated and the policy set out above will apply.